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AUTHOR Safrit, R. Dale; King, Jeff E.
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ABSTRACT

A 1993 research study in five Ohio cities and surrounding urban communities investigated expressed motivations and needs and selected demographics of adult volunteers and nonvolunteers in urban communities. Random telephone surveys of 2,742 urban households were conducted by urban volunteers in each city. A 78 percent response rate and a 51 percent completion rate were achieved. The survey instrument was organized around five research constructs: potential volunteer activity, potential reasons for volunteering, potential barriers to volunteering, potential philanthropic activity, and respondent demographics. Findings indicated adult urban volunteers were demographically similar to those identified for the general U.S. population by a 1992 national survey conducted by the Independent Sector; the non-volunteers differed from the volunteers in being younger and having a lower total household income. Reasons for volunteering were intrinsic; they included helping others, feeling good, enjoying activity, believing in a cause, and being asked. Reasons for not volunteering were as follows: too busy, too many hours, schedule conflicts, no interest, no one asked, and requires long-term commitment. The study supported the Independent Sector's findings that intrinsic motivations and reasons for volunteering were critical to an individual's decision whether or not to volunteer. Adults were more likely to volunteer on an informal basis, where they worked directly with others, rather than through organized agencies and group-oriented opportunities. (Contains 16 references.) (YLB)

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NURTURING COMMUNITY GROWTH AND ENRICHMENT THROUGH ADULT VOLUNTEERISM IN URBAN COMMUNITIES

R. Dale Safrit, Ed.D.
Extension Specialist, Volunteerism,
Ohio State University Extension
Assistant Professor, Agricultural Education
The Ohio State University
2120 Fyffe Road
Columbus, OH 43210
Tel. 614-292-9606
FAX 614-292-5937
Internet *safrit.1@osu.edu*

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Jeff E. King
Assistant Professor and Associate State Leader, 4-H Youth Development,
Ohio State University Extension
2120 Fyffe Road
Columbus, OH 43210
Tel. 614-292-6944
FAX 614-292-5937
Internet *king.20@osu.edu*

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ABSTRACT

Communities face increasing challenges in providing adequate educational programs and services for their citizens; these challenges are especially apparent in cities and surrounding urban communities where large numbers of individuals live and work in a concentrated area. More adults must assume active volunteer roles in local educational programs if the quality of community life is to be maintained and enriched. Volunteerism not only contributes to the leadership development of adult learners as individuals, but also contributes to the social, economic, and cultural growth of entire communities. A 1993 research study in five Ohio (U.S.A.) cities and surrounding urban communities investigated expressed motivations and needs and selected demographics of adult volunteers and non-volunteers in urban communities. Random telephone surveys of 2742 urban households were conducted by actual urban volunteers in each research city. A 78% response rate and a 51% completion rate were achieved. Motivations of current adult urban volunteers, and barriers to volunteering for both current adult volunteers and non-volunteers, were identified. The findings would enable adult education organizations to better recruit, educate, and support adult volunteers as both clientele and teachers of adult education programs in urban communities.

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INTRODUCTION

Communities and municipalities face increasing challenges in providing adequate public programs and services for the citizens of our state. Although these challenges exist in all communities, they are especially apparent in cities and surrounding urban communities where large numbers of individuals live and work in a concentrated area. The need and demand for human services in cities continue to grow. However, city governments have neither the mandate nor the resources to provide the levels of services necessary to alleviate all social problems. More citizens must assume active volunteer roles in local human and community service programs if the quality of community life is to be maintained and improved.

The need for adult volunteers in cities continues to grow. There are insufficient resources available to provide the quantity and quality of human and community services needed in urban areas. Only through grass-roots participation will adult education agencies and not-for-profit organizations successfully identify and address the issues facing urban populations. To maximize local human and financial resources it is vital to encourage local adult citizens to become involved in the provision of human and community services; beyond these services, there is a need to involve adult volunteers in the many and varied activities that contribute to the quality of community life.

Volunteering has become a vital part of our communities. Smith (1972) conceptualizes volunteers as individuals who donate their time to help people directly, particularly in areas of health, welfare, housing, education, recreation, and rehabilitation. Park (1983, p. 118) suggests that "the heart of volunteerism is the countless individual acts of commitment encompassing an endless variety of...tasks". Although functional definitions of volunteers are as varied and contrasting as the volunteer roles themselves, a unifying operational conceptualization may be ascertained by the fact that volunteers are not compensated monetarily for their services. In the Volunteer 2000 Study conducted by the American Red Cross, Smith (1989) defines volunteers as individuals who reach out beyond the confines of their paid employment and of their normal responsibilities to contribute time and service to a not-for-profit cause in the belief that their activity is beneficial to others as well as satisfying to themselves.

The need and demand for human services in communities continue to grow, especially in cities and large urban areas. The Urban Institute (1983) found that 44 percent of public agencies experiencing budget cuts reported a simultaneous increase in requests for services; only 8 percent of the agencies reported a decrease in requests for services. Although the current federal budget deficit and cutbacks in human and community service programs have increased the pressure on state and local governments to assume responsibility for a wider range of human and community service programs, resources are limited at all levels of government. Local governments have neither the mandate nor the resources to provide the levels of services necessary to alleviate social problems.

Little data exists regarding volunteerism in urban settings. The Franklin County Volunteer Action Center (1979) conducted a study of volunteerism in the city of Columbus and surrounding Franklin County, Ohio. More than half (57 percent) of the persons interviewed said they had performed some volunteer work in the three months immediately preceding the interview. As

a composite group, the volunteers surveyed were slightly younger and had more education, income, and religious affiliations than the general population as a whole. The Volunteer Center disseminated the research findings to community and government agencies involving volunteers in their programs and utilized the findings to strategically guide the Center' s plan of work during the past decade.

Most importantly, new research which is modeled after the 1979 Franklin County study would provide an unprecedented longitudinal opportunity to investigate the evolution of urban volunteer communities during the past decade. Similar questions will be asked and similar problems will be investigated in this proposed research as those in the 1979 study. Through the utilization of comparative data from the two different time periods, insight will be gained into not only into what people volunteer, but also why they volunteer.

The purpose of this survey was to gain a much better understanding of how to develop effective strategies to increase the number of volunteers in Ohio's cities and urban communities and retain them in service. Specifically, the objectives of this project are to:

(1) acquire data on volunteers and non-volunteers in Ohio cities;
(2) investigate motivations and needs of adult urban volunteers and non-volunteers; and
(3) share the research findings throughout Ohio to enable adult education organizations to more effectively plan volunteers program and activities.

METHODOLOGY

The study utilized a telephone survey methodology to collect quantitative and qualitative data. According to Fowler (1990), this methodology is especially applicable to urban and suburban areas "because it is possible to give thorough coverage to urban households, to make contact with people in high-security buildings, and to make a very large number of efforts to find single people at home" (p. 50). The researchers adopted this methodology so as to: (1) collect information by asking people questions, with their responses constituting the data to be analyzed; (2) collect information from only a fraction of the total study population (i.e., a sample) rather than from every member of the population; and (3) produce statistics to describe and report the study findings (Fowler, 1988).

Population and Sample

The population for the study was the 6,270,00 adult residents living within the central city and surrounding metropolitan communities of Akron, Cincinnati, Cleveland, Columbus, and Dayton (U.S. Department of Commerce, 1991). The geographic boundary of the population was defined operationally as the immediate central city area and all contiguous suburban municipalities.

The total study sample size was 2116. The actual number of individuals surveyed in each city varied. Since the total study population (as well as respective metropolitan populations in each of the five cities) were greater than 100,000, a minimum of 384 individuals were sampled in each of the five cities. Krejcie and Morgan (1970) state that a sample size of 384 is sufficient to be representative of any population over 100,000.

The sample frame was constructed according to recommendations suggested by Lavrakas (1987) and Frey (1983). The researchers identified all functional telephone exchanges within the operational boundaries of each of the five research metropolitan areas. Telephone exchanges that were totally business, cellular telephones, or pagers were eliminated from the sample frame. Actual sample telephone numbers were generated by randomly combining three-digit telephone exchanges with random four-digit number sets generated by a computer. An initial sample frame of 500 telephone numbers was generated for each research city; additional sample telephone numbers were provided to replace business, disconnected, or non-working numbers.

Instrumentation

The researchers constructed a five section, 19 question telephone survey instrument to collect data. The instrument was organized around five research constructs: potential volunteer activity (level, type of activity, and focus of activity), potential reasons for volunteering, potential barriers to volunteering, potential philanthropic activity, and respondent demographics. The questionnaire was designed to collect data from respondents who both currently volunteer and those who do not. Items addressing attitudes were developed according to recommendations by Mueller (1986) and Frey (1983). Face and content validity were established by a panel of fifteen experts in urban volunteerism. The panel consisted of five directors of urban volunteer centers, three urban volunteers, and seven administrators of urban volunteer organizations.

The telephone survey instrument began with a greeting to the individual answering the telephone, followed by a concise yet thorough orientation to the purpose and sponsors of the study. The introductory paragraph identified the estimated amount of time required to complete the survey, and assured the anonymity of the individual answering the telephone. It is important to note that the word "volunteer" was not utilized in the initial sections of the survey instrument but was instead defined operationally as giving time, energies, or talents to any individual, group, or organization for which they were not paid.

Section 1 of the survey instrument contained five items that investigated the respondent's level and type of volunteer activity. Questions 1 and 2 investigated respondents' potential involvement as a volunteer in the previous 12 months and in the previous three years, respectively. Respondents who had volunteered in the previous 12 months (Question 1) were not asked to respond to question 2. Respondents who answered "yes" to either Question 1 or 2 proceeded directly to Question 3 and all subsequent questions. Respondents who responded "no" to both Questions 1 and 2 (had not volunteered in the previous 12 months or in the previous three years) proceeded directly to section 3, which investigated potential barriers to volunteering. Question 3 asked respondents to identify the types of volunteer activities engaged in, with choices including "working directly with others," "general support," "leadership," and "fund raising." Each category presented examples of the respective type of activity. Question 4 investigated types of individuals, groups, or organizations for which a respondent may have volunteered. The 13 categories included arts or cultural; school or educational; environmental or animal-related; health or mental health; human services; political; neighborhood, civic, or social action; recreational; religious; work or professional; youth groups or clubs; governmental; and individual, informal, or on-your-own. Examples of each category were available upon a respondents' request. Question 5 asked respondents to estimate the hours per month

volunteered. The opportunity was provided for a respondent to identify other types not listed.

Section 2 (Question 7) investigated 18 potential reasons why the respondent may have volunteered. Respondents were asked to indicate whether each potential reason listed was always, sometimes, or never a reason they volunteered, or if they didn't know or were not sure. The opportunity was provided for a respondent to identify other reasons not listed in the instrument.

Section 3 (Question 8) investigated 17 potential barriers to volunteering or volunteering more. Respondents were asked to indicate whether each potential barrier listed was always, sometimes, or never a barrier, or if they didn't know or were not sure. The opportunity was provided for a respondent to identify other barriers not listed in the instrument.

Section 4 consisted of three questions that investigated respondents' plans to volunteer during the next two years, their philanthropic behavior, and their perceptions of "volunteering" (in general). Question 8 asked respondents if they planned to give time to individuals, groups, or organizations for which they would not be paid during the next two years. The opportunity was provided for respondents to identify types of organizations for which they might volunteer. Question 9 investigated whether respondents gave money to any groups or organizations, if they gave money to the same groups to which they give time, if they give money to groups to which they do not give time, and if they give more money to the groups to which they give time. Question 10 was the first instrument item to use the word "volunteer." A semantic differential format (Osgood, Suci, and Tannenbaum, 1975) was utilized to asked respondents to choose the word from each of seven polar pairs of descriptive words that best described their general feelings about the idea of "volunteering."

Section 5 consisted of nine questions that investigated basic respondent demographics. Question 11 investigated respondents' race or ethnic background, while Question 12 investigated current marital status. Question 13 investigated respondents' highest level of formal education, Question 14 respondents' current paid employment status, and Question 15 respondents' total household income. Question 16 asked respondents to indicate the length of time at their present residence, and investigated the place of previous residence if the respondent had lived at the present residence less than three months. Question 17 asked respondents to identify their year of birth, Question 18 asked for the respondent's zip code, and Question 19 identified the respondent's gender.

The questionnaire was pilot tested with 26 purposefully identified respondents in the five research cities. The pilot test served to (1) investigate clarity of wording, (2) estimate the amount of time necessary to complete the questionnaire, and (3) establish reliability through test/re-test. Pilot test respondents completed the instrument on two separate occasions approximately three weeks apart (Mueller, 1986). Reliability indices of 73 of the 79 research variables were 70 percent or greater; the remaining three variables had reliabilities greater than 60 percent. Based upon the pilot test results, individual item wording and general instructions for conducting a survey were modified slightly.

Data Collection and Analysis

Data were collected by trained volunteers in each research city. Telephone surveys were administered during any two consecutive weeks beginning September 7 and ending October 14, 1993. Telephone calls were made to sample telephone numbers during evening hours (approximately 6:00 - 9:00 p.m.) as well as during a minimum of one week day (Monday through Friday) and one week end day (Saturday or Sunday). This procedure was developed based upon recommendations for telephone interviewing suggested by Fowler (1988).

Before actually administering surveys, volunteers were given intensive training to (1) orient them to the project, (2) familiarize them with the research questionnaire, (3) provide practice on administering a telephone questionnaire, and (4) anticipate and plan responses to potential questions from respondents. Again, volunteer training was developed according to recommendations first presented by Fowler. Volunteers completed separate Telephone Record Sheets for each sample telephone number called for both answered and unanswered calls. A sample telephone number that was a non-working or business number was eliminated from the sample frame and replaced with a new number. A minimum of five attempts was made to reach each sample telephone number. A response was defined as an answered telephone number (the respondent may or may not have agreed to complete the questionnaire). A completion was defined as a completed or partially-completed questionnaire.

All completed and partially-completed questionnaires were coded into a personal computer and statistically analyzed using the Statistical Package for the Social Sciences (Norusis, 1988).

FINDINGS

A response rate of 70.5 percent and a completion rate of 51.8 percent were achieved. A response was operationally defined as someone answering the telephone; the response rate was calculated as the percentage of the number of working telephone numbers answered to the total number of telephone numbers sampled (equal to the sum of all numbers answered plus all numbers attempted five times with no answer). The completion rate was operationally defined as either a totally or partially completed survey; the completion rate was calculated as the percentage of totally or partially completed surveys to the total number of working telephone numbers answered. The number of telephone numbers attempted five times with no answer was not utilized in calculating the completion rate. This is similar to Fowler's (1988) concept of " 'screening' to find members of a population to be studied. Screened units that are not in the study population do not enter into the response rate calculation" (p. 46).

Table 1 summarizes demographic characteristics of study respondents. 79.7 percent of all respondents had volunteered in the past twelve months. The typical adult volunteer respondent was a white married female between 30 and 40 years of age with a high school diploma or GED (Grade Equivalency Diploma). She was employed full-time with a total household income between $25,000 and $50,000 who had resided at her current residence more than three years. The typical volunteer respondent contributed an average of 20.87 hours per month working directly with others (73.5%), giving general support (49.4%), providing leadership (42.3%), and/or fund raising (49.7%). 94.6 percent of all respondents who volunteered indicated that

they planned to volunteer in the next two years.

The typical adult non-volunteer respondent was a white married female between 20 and 30 years of age with a high school diploma or GED. She was employed full-time with a total household income between $10,000 and $25,000 who had resided at her current residence more than three years. 44.8 percent of all non-volunteer respondents indicated that they planned to volunteer in the next two years.

Table 2 lists the percentages of types of individuals, groups, or organizations for which adult respondents volunteered. They include (with corresponding percentages): individual, informal, or own-your-own (76 percent); school or educational (57 percent); religious (48 percent); neighborhood, civic, or social action (42 percent); health or mental health (38 percent); human services (38 percent); youth groups or civic clubs (36 percent); recreational (35 percent); work or professional (29 percent); environmental or animal related (21 percent); arts or cultural (20 percent); political (18 percent); and, governmental (9 percent).

Table 3 lists percentages of adult volunteers identifying specific reasons why they contribute time, energies, and talents to individuals, groups, or organizations. Reasons (and corresponding percentages) include: helping others (99 percent); makes you feel good (98 percent); enjoy activity (97 percent); belief in a cause (94 percent); being asked (94 percent); friend/family involved (83 percent); gaining experience (82 percent); friend/family benefits (82 percent); personally benefitted (75 percent); time available (73 percent); meet others (68 percent); knew someone doing similar work (68 percent); religious beliefs (66 percent); required by a group (60 percent); benefits your career (46 percent); media advertisement (28 percent); status (22 percent); and, required by employer (21 percent).

Table 4 lists percentages of adult volunteers and non-volunteers (combined) identifying specific reasons for not volunteering or volunteering more. Reasons (and corresponding percentages) include: too busy (82 percent); too many hours (72 percent); schedule conflicts (69 percent); no interest (69 percent); no one asked (66 percent); requires long term commitment (64 percent); unsure of abilities (53 percent); not alone (48 percent); not involved (46 percent); expense (40 percent); done enough (39 percent); health reasons (35 percent); limited transportation (26 percent); bad previous experience (26 percent); age (22 percent); inaccessible facilities (22 percent); and personal disability (18 percent).

CONCLUSIONS AND IMPLICATIONS FOR ADULT EDUCATION ORGANIZATIONS

The adult urban volunteers identified in the study were demographically similar to those identified for the general United States population by the Independent Sector (1992; Table 1). However, the adult non-volunteers identified in the study differed from the adult volunteers in being younger (age 20-30 as compared to the volunteers' 30-40) and having a lower total household income ($10,000 - $25,000 as compared to the volunteers' $25,000 - $50,000). The numbers of hours contributed by the adult volunteers in both studies is similar, averaging approximately 16 - 20 hours per month.

Table 1. Demographic characteristics of adult respondents in five Ohio cities and surrounding communities

ADULT NON-VOLUNTEERS *	ADULT VOLUNTEERS *	ADULT VOLUNTEERS **
Female	Female	Female
White	White	White
Age 20-30	Age 30-40	Age 35-44
Married	Married	Married
High School Diploma/ GED	High School Diploma/ GED	High School Graduate
Total Household Income of $10,000 - $25,000	Total Household Income of $25,000 - $50,000	Total Household Income of $20,000-$29,999
Lived at Present Residence More Than 3 Years	Lived at Present Residence More Than 3 Years	Lived at Present Residence 10 Years or More
44.8% Plan to Volunteer in Next Two Years	94.6% Plan to Volunteer in Next Two Years	***
***	Volunteered 20.87 Hours per Month	Volunteered 4.2 Hours per Week

* Taken from Safrit, R.D., Burcsu, K., & King, J.E. (1993). [*Volunteerism in Ohio cities and urban communities*]. Unpublished raw data.

** Taken from Independent Sector. (1992). *Giving and volunteering in the United States: Findings from a national survey, 1992 edition.* Washington, D.C.

Table 2. Percentages of adult volunteers identifying specific types of individuals, groups, or organizations for which they volunteered/assignments by activity area (similar responses listed in capital letters)

%	SAFRIT, BURCSU, & KING (1993) *	INDEPENDENT SECTOR (1992) **	%
76	INDIVIDUAL, INFORMAL, OR ON-YOUR-OWN	INFORMAL	46
57	SCHOOL OR EDUCATIONAL	EDUCATION	30
48	RELIGIOUS	RELIGIOUS	53
42	Neighborhood, Civic, or Social Action		
38	HEALTH OR MENTAL HEALTH	HEALTH	25
38	HUMAN SERVICES	HUMAN SERVICES	24
36	YOUTH GROUPS OR CIVIC CLUBS	YOUTH DEVELOPMENT	29
35	RECREATIONAL	RECREATION/ADULTS	13
29	WORK OR PROFESSIONAL	WORK RELATED ORGANIZATIONS	14
21	ENVIRONMENTAL OR ANIMAL-RELATED	ENVIRONMENT	17
20	ARTS OR CULTURAL	ARTS, CULTURE, AND HUMANITIES	12
18	POLITICAL	POLITICAL ORGANIZATIONS	9
9	Governmental	Public and Societal Benefit	13
		International, Foreign	5
		Private and Community Foundations	5
		Other Area of Volunteer Activity	5

* Types of individuals, groups, or organizations; Taken from Safrit, R.D., Burcsu, K., & King, J.E. (1993). [*Volunteerism in Ohio cities and urban communities*]. Unpublished raw data.

** Volunteer assignments by activity area; Taken from Independent Sector. (1992). *Giving and volunteering in the United States: Findings from a national survey, 1992 edition.* Washington, D.C.

Table 3. Percentages of adult volunteers identifying specific reasons and/or motivations for volunteering (similar responses listed in capital letters)

%	SAFRIT, BURCSU & KING (1993) *	INDEPENDENT SECTOR (1992) **	%
99	HELPING OTHERS	I FEEL IT IS IMPORTANT TO HELP OTHERS	99
98	MAKES YOU FEEL GOOD	I CAN DO SOMETHING FOR A CAUSE THAT IS IMPORTANT TO ME	98
97	ENJOY ACTIVITY	I feel compassion toward people in need	97
94	BELIEF IN A CAUSE	I THOUGHT I WOULD ENJOY DOING THE WORK	95
94	BEING ASKED ***	VOLUNTEERING MAKES ME FEEL NEEDED	94
83	Friend/family involved	Volunteering allows me to gain a new perspective on things	91
82	Gaining experience	Volunteering is an important activity to the people I respect	89
82	Friend/family benefits ***	MY RELIGIOUS CONCERNS LEAD ME TO VOLUNTEER	80
75	Personally benefitted	I can explore my own strengths	78
73	Time available	If I help others, then others will help me	75
68	Meet others	Volunteerism helps me deal with some of my own problems	73
68	Knew someone doing similar work	I have a child, relative, or friend who was involved in the activity or would benefit from it	72
66	RELIGIOUS BELIEFS		
60	Required by a group ***		
46	Benefits your career		
28	Media advertisement		
22	Status		
21	Required by employer		

* Reasons for volunteering; Taken from Safrit, R.D., Burcsu, K., & King, J.E. (1993). [*Volunteerism in Ohio cities and urban communities*]. Unpublished raw data.

** Motivations for volunteering; Taken from Independent Sector. (1992). *Giving and volunteering in the United States: Findings from a national survey, 1992 edition*. Washington, D.C.

*** NOTE: Item validity = $60\% \leq X \leq 70\%$

Table 4. Percentages of adult volunteers and non-volunteers identifying specific reasons for not volunteering or volunteering more/barriers to volunteering (similar responses listed in capital letters)

%	SAFRIT, BURCSU, & KING (1993) *	INDEPENDENT SECTOR (1992) **	%
82	TOO BUSY	PERSONAL SCHEDULE TOO FULL	46
72	Too many hours	NO INTEREST	24
69	Schedule conflicts	NO ONE ASKED	16
69	NO INTEREST	Time too valuable/I've done enough	11
66	NO ONE ASKED	HEALTH REASONS	11
64	Requires long term	AGE	8
53	Unsure of abilities	Unable to honor commitment	6
48	Not alone		
46	Not involved		
40	Expense		
39	Done enough		
35	HEALTH REASONS		
26	Limited transportation		
26	Bad previous experience		
22	AGE		
22	Inaccessible facilities		
18	Personal disability		

* Reasons for not volunteering or volunteering more; Taken from Safrit, R.D., Burcsu, K., & King, J.E. (1993). [*Volunteerism in Ohio cities and urban communities*]. Unpublished raw data.

** Barriers to volunteering; Taken from Independent Sector. (1992). *Giving and volunteering in the United States: Findings from a national survey, 1992 edition.* Washington, D.C.

The adult urban volunteers identified in the study volunteered for similar types of individuals, groups, or organizations, and expressed similar reasons for volunteering as those identified by the Independent Sector (1992, Table 3). Individual, informal, or own-your-own was the most common response (76 percent), followed by school or educational (57 percent), religious (48 percent), and neighborhood, civic, or social action (41 percent). The most prevalent reasons identified in the study were intrinsic, and included helping others (99 percent), makes you feel good (98 percent), enjoy activity (97 percent), belief in a cause (94 percent), and being asked (94 percent). Both the urban adult volunteers and non-volunteers in the study identified reasons for not volunteering or volunteering more similar to the barriers identified by the Independent Sector (Table 4). The reasons included too busy (82 percent), too many hours (72 percent), schedule conflicts (69 percent), no interest (69 percent), no one asked (66 percent), and requires long term (64 percent). However, substantial percentages of both the adult volunteers (94.6 percent) and non-volunteers (44.8 percent) surveyed indicated that they planned to give time, energies, or talents to individuals, groups, or organizations within the next two years.

Adults are interested in volunteering. However, time, level, and type of commitment are major concerns of the urban adult volunteers surveyed. Adult educators must examine the "costs" to adult learners, both in actual expenses and time away from job and family, that may be associated with volunteering. This is especially applicable to adult education programs targeted for younger adult learners. If we hope to involve larger numbers of adult learners as volunteers in our educational organizations, adult educators must develop and implement special targeted strategies to attract these younger volunteers to adult education opportunities and organizations that are more episodic and focused on working directly with other learners.

This study supports the Independent Sector's findings that intrinsic motivations and reasons for volunteering are critical to an individual's decision whether or not to volunteer their time, energies, and talents. Adults are more likely to volunteer on an informal basis, where they are working directly with others, rather than through organized agencies and group-oriented opportunities. Therefore, adult educators must not rely too heavily on traditional, extrinsic methods of recruitment (i.e, mass media advertisements and campaigns) to attract and recruit adult learners as volunteers. Adult education organizations should not advertise "volunteer" opportunities, but rather promote opportunities "to directly help someone else". Adult education mentoring programs, that allow adults to volunteer informally, within their own personal schedules, directly teaching or helping other adult learners, would meet the interests, needs, and motivations of the adult volunteers identified in this study. Such programs would greatly enhance adult education organizations' abilities to better recruit, educate, and support adult volunteers as both clientele and teachers of adult education programs in urban communities. Our ultimate goal is nurturing community growth and enrichment through adult volunteerism.

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